




County of Los Angeles
CHIEF ADMINISTRATIVE OFFICE

713 KENNETH HAHN HALL OF ADMINISTRATION • LOS ANGELES, CALIFORNIA 90012
(213) 974-1101
<http://cao.co.la.ca.us>

DAVID E. JANSSEN
Chief Administrative Officer

January 12, 2004

TO: Supervisor Don Knabe, Chair
Supervisor Gloria Molina
Supervisor Yvonne Brathwaite Burke
Supervisor Zev Yaroslavsky
Supervisor Michael D. Antonovich

FROM: David E. Janssen 
Chief Administrative Officer

Yolie Flores Aguilar 
Executive Director
Children's Planning Council

Board of Supervisors
GLORIA MOLINA
First District

YVONNE BRATHWAITE BURKE
Second District

ZEV YAROSLAVSKY
Third District

DON KNABE
Fourth District

MICHAEL D. ANTONOVICH
Fifth District

**STATUS REPORT ON IMPLEMENTATION OF THE FRAMEWORK FOR TRACKING
AND MEASUREMENT OF THE CORE SET OF SCHOOL READINESS INDICATORS
(FRAMEWORK) RECOMMENDATIONS**

On July 15, 2003, your Board: 1) adopted the Framework for Tracking and Measurement of the Core Set of School Readiness Indicators, as recommended by the Los Angeles County Children's Planning Council; 2) requested the New Directions Task Force Departments to identify current programs that affect the Countywide Goals, as set forth in the Framework, for inclusion in the 2004-05 Children and Families Budget Addendum, develop performance measures for those programs, and identify data sources related to the High Priority Research Agenda; 3) requested First 5 L.A., in consultation with the Los Angeles County Children's Planning Council (CPC) and other key stakeholders, to initiate work on the High Priority Research Agenda; 4) requested the Los Angeles County CPC, in partnership with First 5 L.A. and other key stakeholders, to implement the plan for building Countywide consensus around the Framework; and 5) requested the Los Angeles County CPC and the Chief Administrative Officer to report back to the Board every six months, for the next eighteen months, regarding progress in achieving these recommendations. This provides you with the first status report on the implementation of the Framework. Significant accomplishments by Workgroup members and key stakeholders include the following:

- A Countywide Children and Families Budget Workshop was held on December 3, 2003, which included a presentation by a CPC representative regarding the need to identify programs with performance measures impacting the School Readiness Indicators in the Fiscal Year 2004-05 Proposed Budget.
- The Service Planning Area and American Indian Children's Councils, through their School Readiness Workgroup, initiated development of a comprehensive and coordinated community engagement strategy to impact First 5 L.A.'s design of a universal preschool system in Los Angeles County.
- First 5 L.A.'s Research Partnership Committee refined the High Priority Research Agenda into eleven focused research topics.
- CPC is planning a School Superintendents' and School Board Members' forum for March 2004 to build a Countywide commitment around the Framework and the five outcomes for children and families well-being.
- The Framework was used by the Los Angeles County Office of Education to develop Head Start internal plans in support of school readiness activities (e.g. training, staff development, partnerships with elementary schools and school districts, established curriculum standards, and collection and analysis of Child Outcomes data).
- The Los Angeles Unified School District provided the Early Education Center Administrators with a comprehensive report on the school readiness indicators, which identified three early education programs and their grant program as playing a key role in school readiness/early learning.
- The Los Angeles City Commission for Children, Youth, and Their Families utilized the indicators in discussion and development of their Child Care Policy which will be used as a model in support of the City's movement toward implementing and adopting quality standards.
- The Los Angeles County Policy Roundtable for Child Care has developed initial position papers on increasing access to high-quality child care while supporting child care programs meet identified standards of high quality.

Please refer to **Attachment A** for a detailed summary prepared by the CPC on the five recommendations included in the Framework for Tracking and Measurement of the Core Set of School Readiness Indicators that was adopted by your Board.

If you have any questions or need additional information, please contact us or your staff may contact Laura Valles, Children's Planning Council, at (213) 893-0481.

DEJ:YFA:LV
ASD:CP

Attachment

SUMMARY STATUS REPORT ON THE FRAMEWORK FOR TRACKING AND MEASUREMENT OF THE CORE SET OF SCHOOL READINESS INDICATORS (FRAMEWORK)

Recommendation 1: Adoption of Framework for Tracking and Measurement of the Core Set of School Readiness Indicators, as recommended by the Los Angeles County Children's Planning Council.

Lead: Children's Planning Council. Completed.

Recommendation 2: Requested the New Directions Task Force Departments to identify current programs that affect the Countywide Goals, as set forth in the Framework, for inclusion in the 2004-05 Children and Families Budget Addendum; develop performance measures for those programs; and identify data sources related to the High Priority Research Agenda.

Lead: New Directions Task Force

Budget instructions issued for Fiscal Year 2004-05's Children and Families Budget (C&FB) required departments to identify individual program budgets and program performance measures for a minimum of 50 percent of their programs serving children and families. Departments were instructed to identify programs and develop program performance measures that impact the Countywide School Readiness Goals.

A Countywide C&FB Workshop was held on December 3, 2003, which included a presentation by a Children's Planning Council representative regarding the need to identify programs with performance measures impacting the School Readiness Indicators in the Fiscal Year 2004-05 Proposed Budget.

Identification of data sources pertaining to the High Priority Research Agenda is scheduled to be addressed by the New Directions Task Force at its meeting on March 9, 2004.

Recommendation 3: Requested First 5 L.A., in consultation with the Los Angeles County Children's Planning Council and other key stakeholders, to initiate work on the High Priority Research Agenda.

Lead: First 5 L.A.

In October 2003, First 5 L.A.'s Research Partnership Committee (RPC) facilitated a structured group exercise to allow RPC participants to refine the High Priority Research Agenda topics in an effort to arrive at more focused researchable questions. A total of

11 research topics were identified by the RPC. The RPC will meet over the next few months to further refine the research topics identified.

Recommendation 4: Requested the Los Angeles County Children's Planning Council, in partnership with First 5 L.A. and other key stakeholders, to implement the plan for building Countywide consensus around the Framework.

Lead: Children's Planning Council (CPC)
Key Partners: Service Planning Area (SPA) Councils
American Indian Children's (AIC) Council
First 5 L.A. Commission
City Commission for Children, Youth, and Their Families
Los Angeles County Office of Education (LACOE)
Los Angeles Unified School District (LAUSD)
Los Angeles County Policy Roundtable for Child Care

Service Planning Area (SPA) and American Indian Children's (AIC) Councils

The SPA/AIC Councils, through its School Readiness Workgroup, has begun development of a comprehensive and coordinated community engagement strategy to impact School Readiness Indicators related to schools and child care programs and transition to K-6 education.

The first phase of this engagement strategy included leading a joint community engagement effort within a 13 day period to bring the voices and values of Los Angeles parents to the First 5 L.A. Universal Preschool (UPK) planning process. In partnership with First 5 L.A. and other community partners -- 3,100 families, representative of the County's population of families with children under 5 in ethnicity and income level -- participated in a multi-language survey that is helping to inform the development of the Universal Preschool system.

On November 1, 2003, SPA 8 held their fifth in a series of School Readiness Conferences on "Communities Doing Their Part." There were over 800 participants in attendance, primarily parents. SPA 8 conference participants were provided with transportation, translation, and child care for 220 children.

On October 10, 2003, the CPC and the network of SPA/AIC Councils sponsored a Countywide Strengthening Community Capacity Symposium focused on school readiness and building a Countywide commitment to the School Readiness Indicator Framework and the five outcomes to child and family well-being. This event, co-sponsored by First 5 L.A., brought together over 200 people representing community-based organizations, neighborhood groups, County and City government agencies, and many other public and private entities.

First 5 L.A. Commission

1) First 5 L.A.'s new strategic plan has a Results Based Accountability focus that includes three levels of accountability for the Commission: a) County level, b) Initiative/Goal area level, and c) grantee/strategic partner level. The basis for their indicators at the County level is the Framework. First 5 L.A. will track those School Readiness Indicators most relevant to their strategic plan goals areas of Health, Early Education, and Family Support to create Safe Environments.

2) First 5 L.A. is currently working through its research partnership with Children's Hospital to further refine indicators in the health domain that influence School Readiness. This "children's health indicators project" consists of a group of local experts charged with identifying new and improved health indicators related to School Readiness. This project is using the Framework as a starting point for its work.

3) As part of their new accountability focus, First 5 L.A. has begun collecting performance measurement data at the grantee level. The first efforts in this area have been with the grantees in their child care initiatives. First 5 L.A.'s external evaluator has worked with grantees to develop performance measures that work and make sense for them and they are now in the process of linking the grantee identified performance measures to the Framework. In this way grantees (and Commissioners) can begin to see how the grantee efforts fit into the larger County level goals represented by the Framework. This linkage will occur via a web-based performance measurement reporting system.

First 5 L.A. has utilized the Framework to evaluate their child care initiatives by linking the grantee identified performance measures to the County level Framework. A similar process will be used for their other initiatives, as they link their performance to the Framework.

4) In relation to media-related activities, First 5 L.A., in partnership with CPC, has established a research partnership with the DHS LA County Health Survey to publish a "School Readiness Indicators" report that will present recent data on the indicators along with stories/vignettes that bring the numbers to life. PR/media-related activities are planned for the release of this report.

Los Angeles City Commission for Children, Youth, and Their Families

Currently the City's policy states that "The City of Los Angeles shall adopt and incorporate quality standards for all City-sponsored and funded child care and school age programs." While the Child Care Policy does not specifically reference the CPC School Readiness Indicators, the indicators were utilized in the discussion and development of the Child Care Policy and will be used as a model as the City moves forward with implementing and adopting quality standards.

Los Angeles County Office of Education (LACOE)

Since adoption of the Framework, LACOE has accomplished the following:

- Shared and discussed indicators with Head Start Policy Council and the Leadership Team.
- Developed a comprehensive training program geared towards enhancing early childhood curriculum and teaching strategies.
- Developed and implemented an Early Literacy Training Program for Head Start Delegate Agency Staff.
- Developed and implemented a Mathematics Training Series for Head Start Delegate Agency Staff.
- Integrated the Social-Emotional Competence Strand into literacy and other curriculum training programs.
- Provided transition training and technical assistance to support a seamless transition of children birth to five years old from Head Start to the public school system.
- Head Start and LACOE have also identified goals and objectives to support the Framework by participating in the Family Literacy Network Luau in the summer of 2003 and collaborating with the Division of School Improvement to promote literacy efforts.

LACOE has developed performance measures based on the Framework as follows:

- Head Start utilizes the federal Child Outcomes indicators to measure student's growth and progress in the following areas: language, literacy, mathematics, science, creative arts, physical development and health, social-emotional, and approaches to learning.
- Head Start has completed the first of three annual child observation assessments.
- Assessment analysis began in 2003.
- The Framework was used to develop Head Start internal plans in support of school readiness activities (e.g. training, staff development, partnerships with elementary schools and school districts, established curriculum standards, collecting and analyzing Child Outcomes data).

LACOE has used the School Readiness Indicators to plan services and track the conditions of children as follows:

- Head Start has established a staff development program to provide curriculum trainings, placing high priority on math and literacy.
- Head Start is utilizing the Desired Results Developmental Profile+ and the National Reporting System Child Assessment Tool to track student progress.

Los Angeles Unified School District (LAUSD)

1) An LAUSD Board informative which included the School Readiness Indicators was sent to the seven Board Members in October 2003. At this time, the Board has not formally adopted the School Readiness Indicators.

2) A comprehensive report on the School Readiness Indicators was given to the Early Education Center administrators at their opening meeting in August 2003. Discussion took place as to how LAUSD's mission related to the School Readiness Indicators and as to what strategies could be implemented to support use of the School Readiness Indicators to ensure that their mission of maximizing school readiness was addressed.

As part of their budget process, LAUSD has identified three early education programs and their grant program as playing a key role in school readiness/early learning.

- School Readiness Language Development Program (SRLDP) is a language program for children four years of age (pre-kindergarten children). The focus is on meeting the developmental needs of children to ensure school readiness.
- The Early Education Center Program is a program for children ages 2-4. It is an all-day, all-year program that provides learning opportunities that address all the developmental needs of children to ensure school readiness.
- State Preschool Classrooms serve children ages 3-4 and provide learning opportunities that address the developmental needs of children to ensure school readiness.
- Ready for School is a grant program, funded by First 5 L.A. It funds eight readiness centers throughout LAUSD. All eight centers have extensive programs that address the five essential elements of school readiness.
- LAUSD refers to the School Readiness Indicators when they meet with their site administrators.
- LAUSD plans to use the School Readiness Indicators to pursue grants that support school readiness, e.g., Universal Access to Preschool.

3) LAUSD plans to use the School Readiness Indicators when they meet with parent representatives from all Early Education Centers in March.

4) The evaluation goals of the Program Evaluation and Research Branch (PERB), with respect to early childhood education programs, are aligned with a significant segment of the School Readiness Indicator Framework, particularly for the Ready for School Evaluation which is the evaluation of eight First 5 L.A. funded projects within LAUSD. Specifically, PERB intends to conduct research and evaluation on the following school readiness topics:

- Children receive preventive health care.
- Families have supportive networks and are able to find information and assistance.
- Families have access to quality child care.
- Research on the access, affordability, and quality of family child care, child care centers and preschool programs.
- Communities encourage educational attainment for families.
- Schools, families and caregivers work together to ensure a positive transition to K-6 education.
- Communities support families and children with special needs.

The Los Angeles County Policy Roundtable for Child Care (Roundtable)

The Roundtable recognizes that children who participate in high-quality child care programs arrive at school with better language, math, thinking, and interaction skills than children who attended programs of lower quality. As a result, the Roundtable has focused its work on the following:

- Researching systems to reliably communicate the quality of individual child development programs to consumers.
- Preparing an analysis of the cost of significantly expanding the subsidized child care system in the County of Los Angeles.

The Roundtable is committed to making high-quality child care accessible, both geographically and financially, to all families in the County of Los Angeles. The Roundtable is also committed to assisting child care programs in meeting standards of high quality. Initial position papers have been developed on both topics.

The Roundtable has prepared a summary of the January 31, 2003 seminar on quality child care and school readiness and will be posting this summary on the Office of Child Care web-site. This summary includes presentations by national and local experts on improving and sustaining child care quality, as well as a panel discussion on how quality child care contributes to school readiness.

The Roundtable has compiled information on quality rating systems used by other States, including processes used to rate programs, and identification of program components that are assessed, entities that administer rating systems, participation rates by child care programs, and incentives/supports provided to child care programs. The Roundtable has also gathered population, work force, and child care supply data to explore the costs associated with substantially increasing the supply of subsidized child care.